MINNESOTA STATE
Career and Technical Education

Lakes Country Perkins Consortium FY21-22

Prepared by Lakes Country Consortium
for Minnesota State FY21-22 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Submitted by Troy Haugen

Submitted on 06/19/2020 12:36 PM Central Standard Time

Opportunity Details

Opportunity Information

Title

FY21-22 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Description

APPLICATION OPENS MARCH 15, 2020.

The Perkins V Grant for Career and Technical Education provides funds for approved Career and Technical Education (CTE) programs. In Minnesota, funds are distributed on the basis of state-approved career and technical education programs and appropriate teacher licensure. Programs are administered under Minnesota Rules Chapter 3505 and the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

The Minnesota Department of Education (MDE) approves Career and Technical Education Programs (CTE) that meet teacher licensing and other criteria. These programs are eligible to access federal Perkins V funds. Districts that accept these federal dollars must report enrollment and student proficiency for CTE courses and programs to the department.

Opportunity Manager

Yingfah Thao

Public Link

https://www.gotomygrants.com/Public/Opportunities/Details/c8f37cba-6a86-4e88-9d19-1ea1959a2ced

Is Published

Yes

Submission Information

Submission Window

03/15/2020 8:00 AM - 07/10/2020 5:00 PM

Submission Timeline Additional Information

NOTE: SUBMISSION DEADLINE UPDATE COVID-19 has affected us all in many ways and has greatly impacted our work. We recognize these unusual circumstances consortia leaders are facing, including meeting the May 1 deadline for submitting two-year Perkins V applications. Therefore, although we haven't changed the due date of May 1, we would allow consortia to submit applications as late as June 1. This will allow some additional time for those of you who need it due to circumstances caused by COVID-19. If, due to extenuating circumstances, you are unable to meet the May 1, 2020 deadline for submission, contact Jeralyn Jargo at 651-201-1650.

Technical Assistance Session

Technical Assistance Session

Yes

Session Date and Time

04/30/2020 8:00 AM

Conference Info / Registration Link

A link has been sent to all Perkins Consorrtium Coordinators. Contact yingfah.thao@minnstate.edu

Eligibility Information

Eligibility Type

Public

Additional Eligibility Information

Pursuant to Section 134 of the Perkins V Act, to receive funds under Perkins V, a consortium must develop and submit an annual, unified, local secondary/postsecondary Perkins application and budget. The application must address secondary and postsecondary Career and Technical Education programming. The approved local application—with statement of assurance signatures—serves as the consortium's formal application for receiving Perkins funding.

Additional Information

Additional Information URL

https://minnstate.edu/system/cte/perkins-local-application/index.html

Additional Information URL Description

All forms and instructions related to the Perkins Local Application can be found on our web site

Project Information

Application Information

Application Name

Lakes Country Perkins Consortium FY21-22

Total Amount of Award Requested

$763,735.75

Primary Contact Information

Name

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Project Description

Consortium Membership List

Consortium Membership List

List the college and school districts in your consortium. Be sure to spell out the full, legal names below.

Minnesota State Community and Technical College

Ashby Public Schools - Independent School District 0261

Barnesville Public Schools - Independent School District 0146

Battle Lake Public Schools - Independent School District 0542

Breckenridge Public Schools - Indepednent School District 0846

Campbell-Tintah Public Schools - Independent School District 0852

Chokio-Alberta Public Schools - Independent School District 0771

Clinton-Graceville-Beardsley Public Schools - Independent School District 2888

Detroit Lakes Public Schools - Independent School District 0022

Dilworth-Glyndon-Felton Public Schools - Independent School District 2164

Fergus Falls Public Schools - Independent School District 0544

Fergus Falls Area Special Education Cooperative - Independent School District 0935

Frazee-Vergas Public Schools - Independent School District 0023

Hancock Public Schools - Independent School District 0768

Hawley Public Schools - Independent School District 0150

Herman-Norcross Community Schools - Independent School District 0264

Lake Park Audubon Public Schools - Independent School Districtt 2889

Lakes Country Service Cooperative - Independent School District 0926

Morris Public Schools - Independent School District 2769

Moorhead Area Public Schools - Independent School District 0152

New York Mills Public Schools - Independent School District 0553

Pelican Rapids Public Schools - Independent School District 0548

Perham-Dent Public Schools - Independent School District 0549

Rothsay Public Schools - Independent School District 0850

Ulen-Hitterdal Public Schools - Independent School District 0914

Underwood Public Schools - Independent School District 0550

West Central Area Public Schools - Independent School District 2342

Wheaton Area Public Schools - Independent School Distrit 0803

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results

Describe the results of the comprehensive local needs assessment. Use the space below to provide additional information on your CLNA that is not already included in your CLNA Framework attachment. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

The regional approach to the Comprehensive Local Needs Assessment created multiple opportunities to look at our long-standing practices and learn from other consortia. The needs assessment also opened our eyes to one significant opportunity that is situated in every element that is identified below; *career and technical education and Perkins suffers from a fundamental identity crisis*. It became abundantly clear that nearly every consultation group had a very limited understanding of career and technical education, and even more specifically, how Perkins intersects with it. This has then resulted in a series of other problematic symptoms, including (but not limited to):

- Confluence of career and technical education and Perkins – one could argue that many of our own statewide CTE consortia leadership do not fully understand the relationship between the two, let alone the population for which they serve;
- "Solution-itis" – educators (school-based, consortia-based, etc) in general don't clearly identify the problem before they look for solutions; they find a solution, which will then go look for a problem;
- General and overabundant misuse of technical language – this frequently happens at all levels of leadership, and words matter significantly. Examples include the use of the terms "vocational" and "CTE certification" relating to licensure, etc;
- Lack of basic understanding of the tenets of federal and state laws around career and technical education and education in general;
- Institutional legacy fatigue – decisions around career and technical education are made under two basic premises; either "we do it because we have always done it that way," or "all students should know how to ____";

While only the Lakes Country Perkins Consortium constituency can specifically be generalized in this needs assessment, the experiences we had as a larger multi-consortia group, as well as the statewide work that consortium leadership is involved with, there is clear evidence that these conclusions are likely widely generalizable. In order to truly make substantive change and shift practice to positively impact students, and the region, leadership across the state must first address the challenge of this fundamental problem and push ourselves to make substantive change in order to survive. We must first address the crisis, if we hope to make progress on any of the elements below.

The consortium would also be remiss in not addressing that there seems to be an overall presumption that if gaps persist between workforce shortage and program offerings, simply adding programs at either the secondary or postsecondary would magically solve those workforce shortages. That mental model fundamentally assumes that our education institutions manufacture students. If new programs are created, students may go to them, but those students will shift away from other programs which historically have those same workforce shortages – creating never-ending deficit cycles. Minnesota Demographer Susan Brower has indicated that Minnesota has now surpassed the point where there are more people ages 65 and over than there are under the age of 18. That is a sobering statistic for our workforce now and for the future that is not going to allow us to provide the traditional technical solutions to these adaptive challenges. It will be our challenge moving forward to find more adaptive solutions, which may force all of us to think very differently and consistently challenge the status quo at every level.

Element #1: Student Performance on Required Performance Indicators

En masse, secondary and postsecondary students generally perform well, however digging deeper into the data, economically disadvantaged students, students of color and secondary students with disabilities do not perform as well as their counterparts.

Element #2: Program Size, Scope, and Quality to meet the needs of all Students

Traditional mental models, fundamental lack of understanding of career and technical education, and lack of high-quality equipment often become hinderances for secondary programs.

Postsecondary program faculty reported greater need for inter-institutional college collaborations and enhanced

partnerships among their secondary counterparts. Further, program faculty cited a strong desire to explore mentorship opportunities as a means of bolstering CTE pathways for the high school to college transition.

Element #3: Progress towards Implementation of CTE Programs of Study

Similar to Element 2, the same fundamental issues plague this element. Specific gaps uncovered included the lack of authentic work-based learning opportunities in some school districts as well as the necessity to investigate potential solutions to programmatic gaps between the secondary and postsecondary (specifically in AFNR and Medical).

There is the indelible concern over the disparity between secondary teacher shortages, secondary and postsecondary credentialing barriers and overall capacity for seamless programmatic alignment. This inevitably leads to areas of misalignment with regional employment and economic development needs.

Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

While Lakes Country Perkins Consortium is well-positioned to tackle teacher training, support is still necessary. The rate of teachers/faculty of color in EDR 4 is abysmal in comparison of students of color, and the history of tackling the issue at the teacher preparation end is not sufficient. A whole systems approach to assuring students of color have positive experiences at school is integral to having any level of candidates to a diverse teacher/faculty workforce in our region.

Element #5: Progress towards equal access to CTE programs for all students

Generally speaking, secondary and postsecondary programs are not significantly over- or under-represented by any specific demographic or special population. The only outlier is Native American/Indigenous students, which deserves further study and likely a remediation plan. Additionally, significant opportunity exists within alternative settings for career and technical programming.

Upload your completed CLNA Framework
    Lakes Country CLNA

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 2: Programs of Study

Programs of Study Narrative

Please describe: • How the results of the comprehensive local needs assessment informed the selection of the specific CTE programs and activities selected to be funded • Any new programs of study your consortium will develop and submit to the state for approval • How students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study • How your consortium is moving towards a minimum of six complete state-recognized programs of study. Your response should describe how your consortium will implement the action plan developed in element #3 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Programs of Study Narrative
Please describe:

- How the results of the comprehensive local needs assessment informed the selection of the specific CTE programs and activities selected to be funded

While the consortium's traditional programs of study were chosen based primarily on teacher and district desire, the selection of those programs predominantly aligned with the labor market needs of the region. While there are still some gaps between LMI and programs, it is simply impossible to create enough programs to cover the great labor market needs of the region as the consortium does not have the ability to manufacture students, and additional programs may only serve to shift students from one area of need to another. With that being said, there still are opportunities that the CLNA has presented the consortium within both program development/expansion as well as considering how the consortium can impact already existing programs around size, scope and quality.

- Any new programs of study your consortium will develop and submit to the state for approval

The consortium will look to expand opportunities in information systems (potential new), health (expanded), and manufacturing (new).

- How students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study

The CLNA exposed a significant need to provide basic professional development around CTE & Perkins to a variety of education professionals. As a consortium of 26 school districts and three college campuses, the consortium itself does not have the individual reach to students but has the reach to the decision-makers and the professionals that do individually reach the students. The highest level of influence for the consortium is to provide high quality PD and advocacy for CTE/Perkins to its members.

- How your consortium is moving towards a minimum of six complete state-recognized programs of study. Your response should describe how your consortium will implement the action plan developed in element #3 of the CLNA Framework.

Currently the consortium has seven programs of study that will be forwarded for consideration as state recognized. The seven programs are across all five career fields. The state-recognized programs of study that our consortium has chosen based on the relevant data in our CLNA are:

- Accounting
- Construction
- Teaching/Training
- Web & Digital Communications
- Transportation Operations
- Power, Structural & Technical Systems
- Therapeutic Services

Strategy 1: Programs of Study work sessions to re-design, solidify or tweak (dependent on needs) the consortium's state-recognized programs of study.
Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Secondary and postsecondary leadership responsible for design and convening of the sessions. CTE consortium professionals are responsible to attend and complete the tasks to align with state frameworks.
Start & end dates: Fall/winter 2020.
Budget Use of Funds: Section 135 (b) subparts: 2, 3, 4, 5, 6

Secondary: $6,500

Strategy 4: Career & Technical Program Equipment Purchases.

> **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and Postsecondary administrative and governance structures for approval of Perkins equipment based on the needs and alignment with the approved two-year consortium Perkins Plan. Business/industry through advisory recommendations.
> **Start & end dates:** Ongoing.
> **Budget Use of Funds:** Section 135 (b) subparts: 2, 3, 4, 5, 6
>> **Secondary:** $54,000
>> **Postsecondary:** $35,275.07

Strategy 5: Gap analysis study between secondary and postsecondary programming in relation to the changing labor market needs.

> **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** To be determined.
> **Start & end dates:** Likely winter/spring of 2021.
> **Budget Use of Funds:** Section 135 (b) subparts: 3, 4, 5, 6
>> **Secondary:** $1,000

Strategy 6: Support the expansion of technical skill assessments, certifications, and industry recognized credentials in programs of study.

> **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Perkins leadership responsible for administering the funds, business/industry responsible for aligning the assessments, certifications & IRC to the programs, CTE professionals responsible for alignment, administering, & feedback on results of assessments..
> **Start & end dates:** Ongoing.
> **Budget Use of Funds:** Section 135 (b) subparts: 3, 5, 6
>> **Secondary:** $2,000

Strategy 7: Consortium fall regional networking meetings.

> **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and Postsecondary consortium leadership responsible for development and delivery of the professional development. Business/industry invited as partners to connect with CTE professionals in supporting advisory.
> **Start & end dates:** Fall 2020 and fall 2021.
> **Budget Use of Funds:** Section 135 (b) subparts: 1, 2, 3, 4, 5, 6
>> **Secondary:** $7,900

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies

WIOA Narrative

In collaboration with local workforce development boards and agencies, describe how the consortium will provide: • Career exploration and career development coursework, activities or services • Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the comprehensive local needs assessment • An organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

In collaboration with local workforce development boards and agencies, describe how the consortium will provide:

· 	Career exploration and career development coursework, activities or services.

The CNLA revealed a significant deficiency in stakeholder understanding of career and technical education and its relationship to Perkins. The secondary regional consortium coordinators group has discussed creating professional development materials to help our counselors gain a broader understanding of CTE and Perkins V as well as around advocacy for CTE and Perkins. These professional development resources can be shared with all our stakeholders to include our regional workforce development boards and agencies. As a consortium of 26 school districts and 3 college campuses, this is where the consortium as the most amount of immediate leverage around career exploration & career development to start. Further work will commence one a baseline of information is able to be provided.

· 	Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the comprehensive local needs assessment.

The 2019 Regional Profile for Northwest Minnesota, Economic Development Regions 1, 2, 4, 5 is a valuable document that will be shared with all the stakeholders in the Lakes Country Consortium during the fall regional networking meetings. COVID-19 and its impacts will likely change the trajectory of the labor market, so careful analysis of those impacts will be necessary for consortium leadership as well as CTE professionals to stay on top of the data as it becomes available.

· 	An organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program.

Again, a significant gap in understanding CTE in the secondary was revealed, specifically when 63% of secondary counselors admitted they "know what types of programs fall under CTE, but that is about it." The gap of knowledge needs to be addressed prior to any systematic approach to career guidance can be put in place at the district level. Unfortunately, there is also a basic misalignment of this same understanding even at the WIOA grantee level, so the same work needs to happen with those partners.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 4: Integrated Academic and Technical Skills

Integrated Academic and Technical Skills Narrative

Describe how your consortium will improve the academic and technical skills of students participating in your CTE programs through the integration of rigorous content aligned with challenging academic standards. Content should ensure learning that constitutes a well-rounded education (as defined by ESEA). For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

A priority that came to the forefront from both secondary instructors but also both secondary administrators and secondary CTE instructors identified a need to further develop skills to embed curricular standards for reading, writing, and math into career and technical education courses. This was most apparent within the secondary administrator survey, where 83 percent of respondents saw this as a high need for CTE teachers in our consortium. This will necessitate the consortium to provide professional development in this area. Consortium leadership will need to inventory expertise within the consortium and consider contracting this professional development as likely consortium leadership does not have sufficient expertise in this area.

- **Strategy 1**: Provide professional development to CTE professionals on the integration of academic and technical content in career and technical education areas.

    o **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Consortium leadership will inventory expertise and if necessary, contract with outside consultants to provide professional development.

    o **Start & end dates:** Ongoing as new data emerges.

    o **Budget Use of Funds:** Section 135 (b) subparts: 2, 4, 6

        ▪ **Secondary:** $7,500

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 5: Special Populations

Special Populations Narrative

Describe how your consortium will: • Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency • Prepare CTE participants for non-traditional fields • Provide equal access for special populations to CTE courses, programs and programs of study • Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Your response should describe how your consortium will implement the action plan developed in element #5 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Lakes Country Perkins Consortium has a strong commitment to provide guidance and assistance to all consortium partners to provide equitable access to CTE programs. The programs that the consortium will support with Perkins funds have been carefully chosen to align with current and future labor market needs and are a bridge to careers that are in sectors that will lead to self-sufficiency. With an intentional focus on equity across the entire consortium at both secondary and postsecondary and with a keen eye on special populations, consortium leadership will continue to monitor and adjust based on the most recent data available not only for programs but for students.

Minnesota State Community and Technical College is a member of the Minnesota State System and an Affirmative Action/Equal Opportunity College. At M State, the President's Council on Equity and Inclusion is comprised of representatives from the four campuses (Detroit Lakes, Fergus Falls, Moorhead, and Wadena) that includes faculty, staff, administrators, and eventually students. The committee is charged with ensuring and sustaining diversity and inclusive excellence of the institution through advisement of the President. Through this process, the Council supports the college in moving toward its goal and vision of achieving a success story for *every* student. The Council was formed in the Fall of 2019 under the direction of President Dr. Carrie Brimhall.

In addition to the initiation of the President's Council on Equity and Inclusion, M State has invested in utilizing the IDI for all administrators and supervisors as a tool to increase personal awareness of difference as it relates, and impacts, equity and diversity. Ensuring that expectations for equity-minded practices relate to all leaders of the organization demonstrates a commitment to reflection, and improvement.

In addition to M State's individual commitment, and action, related to Equity and Inclusion, the Minnesota State system has also made substantial commitments to advancing the state's outcomes for diversity, equity and inclusion. Chancellor Malhotra has articulated an expectation to "Equity 2030," an initiative that commits to eliminating all educational equity gaps by the year 2030. The following actions outline the systematic approach to eliminate educational equity gaps at the postsecondary level:

· **Enhanced Access** to higher education through strategic partnerships with K12, business and industry and other partners.

· **Student Academic Success** by establishing guided learning pathways that focus on preparation, progression, and accomplishment.

· **Student Engagement and Support** within the institution, both academic and non-academic to support basic needs.

· **Data-guided Decision Making** by building a technology infrastructure and expanding capacity for deeper data analytics.

· **Financial Resources and Support** for students and growing the financial resources base for campuses.

· **Workforce Diversity/Strategic Talent Management** by incorporating local and national context with the changing student and employee demographic needs. Focusing on cultural competence, development, inclusive hiring practices, and improved campus climate.

Access, equity and support for all students remains paramount to student success. M State prioritizes special services and resources to meet the growing and ever-changing needs of our diverse student body.

Services, outreach, support and community can be found threaded in the fibers of the college and on every campus. Examples include but are not limited to:

- Academic Bridge

- Advising

- Career Services

- Counseling

- Accessibility Resources

- LGBTQ+

- Social Worker

- Spartan Tutoring Centers

- Veterans

- English Language Learners

M State has long held to the commitment of student success. Success begins with modeling a welcoming, supportive and inclusive campus climate. Success is further supported through comprehensive programming, dedicated faculty, diverse student outreach and support, career readiness, financial literacy and ultimately job placement. M State stands by these values for all students, including those students which may fall within the special population's demographic.

To that end, M State's Vision 2025 focus includes: *inclusion and equity encompasses operating as a vibrant, inclusive body of diverse students and employees who challenge, inspire and support each other through teamwork and individual action, opportunities for professional growth and community leadership. M State will model a welcoming, supportive and inclusive campus climate through: diversity in students and employees; opportunities for individual, team, institutional and community growth through an equity lens.*

M State recognizes the opportunity to enhance and increase the focus on advising, enrollment, and outreach activities focused on special populations. The opportunity to formulate concerted efforts to achieve increased success is a welcome opportunity.

M State recognizes that we have an opportunity to grow with regard to our students in non-traditional programs and career fields. Through the use of strategic marketing and communications and also partnering with enrollment management initiatives, we would like to see growth in our diversity surrounding the nontraditional student populations.

M State is also governed by System Office policy and Federal law as it relates to non-discrimination of students and employees. The following policies, procedures, and laws ensure adherence to a learning environment that is welcoming and free from discrimination for all.

1B.1: Equal Opportunity and Nondiscrimination in Employment and Education

Minnesota State Colleges and Universities has an enduring commitment to enhancing Minnesota's quality of life by developing and fostering understanding and appreciation of a free and diverse society and providing equal opportunity

for all its students and employees. To help effectuate these goals, Minnesota State Colleges and Universities is committed to a policy of equal opportunity and nondiscrimination in employment and education. The 1b.1 policy can be found here: https://www.minnstate.edu/board/policy/1b01.html

M State's accompanying non-discrimination procedure can be found by clicking on the following link: Nondiscrimination in Employment and Education Procedure.

Title IX

In compliance with the Federal Title IX Law, Minnesota State Community and Technical College (M State) and the Minnesota State system of colleges and universities prohibit discrimination in all educational programs and activities on the basis of sex.

Programs under Title IX at M State include: academic programs, admissions, recruitment, financial aid, student engagement/life, athletics, fine arts and employment (this list is not exhaustive). Title IX applies to all educational programs and activities at M State. Adherence to the law also ensures that any claim will be followed up on with either formal or informal action to provide resolution.

- **Strategy 1**: Formal analysis on participation rates of Native American/Indigenous students in Career and Technical Programs at the secondary level, and subsequent action plan based on results.

    o **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary consortium leadership (or potentially a contracted or assigned designee) will gather information from school districts, and specifically impacted student populations on barriers to access to career and technical education ultimately providing recommendations for remediation.

    o **Start & end dates:** Begin approximately January of 2021.

    o **Budget Use of Funds:** Section 135 (b) subparts: 6

        ▪ **Secondary:** $1,000

- **Strategy 2**: Engage with regional Alternative Learning Centers in exploring the expansion of access to career and technical education programs for ALC students.

    o **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and postsecondary consortium leadership along with relevant secondary and postsecondary instructors will work with ALC leadership to explore programmatic options.

    o **Start & end dates:** Ongoing.

    o **Budget Use of Funds:** Section 135 (b) subparts: 5, 6

        ▪ **Secondary:** $1,000

- **Strategy 3**: Expand career and technical offerings at the West Central Regional Juvenile Center in collaboration with Moorhead Area Public Schools for access to their career and technical education programs.

    o **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and postsecondary consortium leadership will continue to foster the partnership with WCRJC and continue to help bridge connections between them and the school district that provides educational programming.

    o **Start & end dates:** Ongoing.

    o **Budget Use of Funds:** Section 135 (b) subparts: 1, 2, 3, 4, 5, 6

- ▪ **Secondary:** $4,000

- **Strategy 4**: Formal analysis of persistence and completion rates for CTE students who are classified as special populations.

  - o **Roles/Responsibilities** Secondary and postsecondary consortium leadership will gather relevant data for assessment and will provide recommendations for remediation.

  - o **Start & end dates:** Ongoing

  - o **Budget Use of Funds:** Section 135 (b) subparts: 6

    - ▪ **Post-Secondary:** $500

- **Strategy 5:** Provide support, outreach, and advising to aid students in making informed plans and decisions about CTE career opportunities and programs.

  - o **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and postsecondary consortium leadership will engage all appropriate stakeholders, to include enrollment, advising, and outreach personnel, to support efforts to increase CTE enrollment and completion rates for special populations.

  - o **Start & end dates:** Ongoing

  - o **Budget Use of Funds:** Section 135 (b) subparts: 1, 2, 3, 4, 5, 6

    - ▪ **Post-Secondary:** $102,522.80

- **Strategy 6**: Provide services to prospective selective admission programs for career and technical program students and special populations therein.

  - o **Roles/Responsibilities(List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Postsecondary staff will support CTE, and identified special population students, in preparing for, and successfully completing CTE selective admission programs.

  - o **Budget Use of Funds:** Section 135 (b) subparts 1, 2, 3, 4, 5, 6

    - ▪ **Postsecondary:** $12,839.98

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 6: Work-based Learning

Work-based Learning Narrative

Describe the work-based learning opportunities that will be provided to students participating in CTE programs and how your consortium will work with representatives from employers to develop or expand work-based learning opportunities. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Of the 26 secondary schools in the Lakes Country Perkins Consortium, three schools have zero WBL opportunities for students, nine schools have only opportunities within their Ag programs, which leaves ample opportunity for growth within WBL. Two of the secondary schools have state-approved Youth Apprenticeship programs that are aligned directly with a local manufacturing company (which the Power/Structural programs in those two districts feed into the YA program). District leadership has expressed significant desire to increase WBL opportunities for students (28% of secondary administrators) across all CTE program areas, which, again, provides for a rare opportunity for expansion and growth.

- **Strategy 2**: Explore/support/expand authentic work-based learning opportunities through professional development and exploration.

  o **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary consortium leadership responsible for convening a work group which includes recruiting decision makers from districts that have no or limited WBL opportunities. Include site visits to successful programs within and outside the consortium. Business/industry can assist in providing assurances for student partnership/placements.

  o **Start & end dates:** Start planning fall of 2020 with continued work through 2021.

  o **Budget Use of Funds:** Section 135 (b) subparts: 1, 2, 3, 5

    ▪ **Secondary:** $1,500

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 7: Early College

Early College Narrative

Describe how high school students participating in CTE programs will be provided with the opportunity to gain postsecondary credit, such as through dual or concurrent enrollment programs or early college high school, as practicable. Examples could include dual enrollment, PSEO, and concurrent enrollment, etc. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

While articulation agreements exist in many programs, they oftentimes are not utilized by students and are of limited utility for students based on their design. Other dual enrollment options, such as PSEO or concurrent enrollment have significant financial and faculty credential barriers for secondary that continue to persist. The consortium needs to continue to explore dual enrollment opportunities outside of simply articulation agreements. Online opportunities do exist for secondary students within both M State's e-Campus program and Distance Minnesota's Online College in the High School program; both of which offer PSEO by credit. The course offerings of the programs are limited, not always aligned to the consortium's programs of study, and are not accessible for all students/districts because of financial and technology limitations.

- **Strategy 7**: Study and support the expansion of transcripted credit dual enrollment opportunities for secondary career and technical education programs.

  o **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Perkins leadership responsible for engaging with CTE professionals in the consortium as well as with state leadership about expanded opportunities around dual enrollment.

  o **Start & end dates:** Ongoing.

  o **Budget Use of Funds:** Section 135 (b) subparts: 6

    ▪ **Secondary:** $1,500

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 8: Support to Professionals

Support to Professionals Narrative

Describe how your consortium coordinates with the state and institutions of higher education or alternative programs to support the recruitment, preparation, retention, training, and professional development of education professionals to ensure applicable state certification and licensure requirements are met. Education professionals include teachers, faculty, administrators, and specialized instructional support personnel and para-professionals, including individuals from groups underrepresented in the teaching profession. Your response should describe how your consortium will implement the action plan developed in element #4 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

The landscape around secondary teachers has changed significantly in the past five years and continues to evolve. With the establishment of the Professional Educator Licensing & Standards Board (PELSB) and advent of tiered licensure, opportunities to maintain and expand career and technical programs in the Lakes Country consortium have not been hindered by teacher licensure as it had been prior to these substantial changes. That simply does not change the fact that it is still very difficult to recruit and retain, and train CTE professionals (even more so, CTE teachers of color) at either the secondary or postsecondary level.

Lakes Country Service Cooperative has taken the problem of teacher pipeline in career and technical education very seriously over the past three years by advocating for, and influencing the change in state law around alternative teacher preparation and ultimately obtaining PELSB approval as a teacher preparation unit and gaining approval to providing programming for already-licensed teachers to obtain licenses in Construction Careers, Manufacturing Careers, Transportation Careers (while also meeting the standards for Core Skills for Career and Technical Education) and the endorsement for Teacher Coordinator of Work-Based Learning. The programs are currently in pilot phase and soon will be accepting candidates for full enrollment. The programs are designed to provide credit for prior learning and be available for candidates in an asynchronous mode not dependent on an academic year. The fundamental premise of the programs is to require candidates to show competence in the standards by asking the candidates to apply their knowledge in ways that are applicable to their classrooms.

In addition, professional development opportunities for postsecondary faculty, staff, and administrators focused on increasing awareness and understanding of best practices in supporting students in succeeding in career and technical education. There are opportunities for M State to focus on the development of supporting special populations, gaining instructional strategies, hiring diverse employees, and improving knowledge of academic and technical subjects.

- **Strategy 1**: Provide professional development for portfolio submission or through alternative teacher preparation for licensure with a priority to increase teacher coordinator of work-based learning teachers in the consortium.

  - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary consortium leadership responsible for the recruitment and onboarding of candidates, secondary districts responsible for supporting candidates for licensure. Potential leveraged partnerships with business/industry and workforce development for supplemental funding and field experience sites.

  - **Start & end dates:** Ongoing.

  - **Budget Use of Funds:** Section 135 (b) subparts: 2, 3, 4, 5, 6

    - **Secondary:** $20,000

- **Strategy 2**: Offer Intercultural Development Inventory Assessment, individual debrief, and coaching to CTE professionals across the consortium.

  - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary consortium leadership is IDI qualified administrator and will recruit, administer, debrief, and coach (or assign other coaches to assist, depending on capacity). Postsecondary has staff that also are IDI qualified administrators that may have capacity to assist in the debrief and coaching.

- o **Start & end dates:** Continually ongoing.

- o **Budget Use of Funds:** Section 135 (b) subparts: 2, 6

  - ▪ **Secondary:** $1,000

- ● **Strategy 3**: Support quality professional development opportunities for CTE professionals.

  - o **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and Postsecondary consortium leadership responsible for distribution of funding for quality professional development as aligned to two-year consortium Perkins plan.

  - o **Start & end dates:** Ongoing.

  - o **Budget Use of Funds:** Section 135 (b) subparts: 1, 2, 3, 4, 5, 6

    - ▪ **Secondary:** $20,000

    - ▪ **Postsecondary:** $10,000

- ● **Strategy 4**: : Professional development and policy advocacy around teacher licensure and faculty qualifications.

  - o **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary consortium leadership will recruit and work with interested partners in increasing knowledge capacity around policy issues, specifically around teacher licensure & faculty credentialing, to assure continued access for career and technical professionals maintain multiple pathways to licensure.

  - o **Start & end dates:** Ongoing.

  - o **Budget Use of Funds:** Section 135 (b) subparts: 2, 6

    - ▪ **Secondary:** $4,003.26

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 9: Performance Gaps

Performance Gaps Narrative

Describe the process for how disparities or gaps in student performance will be addressed each year, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Performance Gaps Narrative

Describe the process for how disparities or gaps in student performance will be addressed each year, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps. **For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.**

Data analysis in regards to gaps in performance is not a new phenomenon for consortium leadership at either the secondary or postsecondary level. Each year consortium leadership will carefully assess overall consortium performance, performance at the program levels, performance at demographic and special population levels, as well as performance at partner levels. Disparities will be noted and specific action steps will be determined by consortium leadership and, if necessary, consultation with outside resources. If, after three consecutive program years, there has been no progress, the consortium will allocate dollars to consult with outside resources as well as state staff to further create remediation plans to close existing performance gaps.

When comparing all postsecondary students to students in CTE programs there is no notable or obvious gap in representation across the racial demographic.

M State's 2018 cohort of fall to fall success rates, however, show disparity with our special population students in regard to persistence and completion rates. The 18% gap between white students and students of color represents an opportunity for the consortium to further dissect data to further develop strategies.

The Perkins leadership team will do an exploratory analysis of best practices that support special populations within CTE programs at two-year colleges. Professional development will be provided to the personnel supporting Perkins-funded programs, to allow them to better meet the needs of students who are not currently persisting. Possible considerations may include technology support, preparation for Accuplacer to negate the need for developmental courses, case-management style support for students, and/or peer to peer mentoring groups.

In addition to the analysis, consultation with the Director of Equity and Inclusion, as well as the President's Council on Equity and Inclusion will be had in hopes of collaborating and partnering to holistically meet students' needs. It is imperative that students' identities be recognized, celebrated, and woven into experience they have at M State.

M State's mission is for every student to have an affordable and exceptional education, service, and workforce training. Our special populations and all students requiring additional support are guided to access our services and resources which aid in program and degree planning, financial literacy and preparedness, persistence and success, degree completion or credential attainment and ultimately job placement or transfer. Those priorities and institutional focus will remain strong and evolve to meet the growing needs of our diverse CTE student body.

Strategy 1: Provide support to CTE students, and special populations therein, to address gaps in persistence and completion.

> **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Postsecondary staff will collaborate with consortium leadership to identify strategies to overcome barriers that result in lower rates of persistence, completion, and graduation.
> **Start & end dates:** Ongoing.
> **Budget Use of Funds:** Section 135 (b) subparts: 1, 2, 3, 4, 5, 6
> > **Postsecondary:** $102,522.79

Strategy 2: Support CTE students, and special populations therein, to prepare for, and develop awareness of, robust career opportunities within in-demand sectors and industries.

> **Roles/Responsibilities((List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Postsecondary staff will partner with consortium leadership as well as business and industry to ensure that students are provided opportunities to prepare for in-demand occupations in competitive settings that will lead to self-sufficiency. Staff will also focus on

increasing the persistence and completion rate of postsecondary special population students in CTE programs.
Start and end dates: Ongoing
Budget Use of Funds: Section 135 (b) subparts 1, 2, 3, 4, 5, 6
      Postsecondary: $42,661.29

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 10: Consortium Governance

Consortium Governance Narrative

In the Minnesota 4-year State Plan, a consortium is defined as having:

- · Minimum of 1 school district and 1 postsecondary Minnesota State College
- · Minimum of 6 programs of study
  - o Of these 6 programs of study, a minimum of 4 career fields must be represented
  - o All components of 3 of the 4 POS by career field must be provided within the consortium (In other words, only 1 of the 4 POS can be brokered)
- · Greater than 1000 CTE participants at the secondary level (based on 2018 definitions and data) OR greater than 1800 FYE at the postsecondary level (based on 2018 definitions and data)

Describe your consortium's configuration, systems, and operations. Putting students' needs first, what actions will your consortium take to address consortia criteria, especially size, scope, and quality? Your response should describe how your consortium will implement the action plan developed in element #2 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

The Lakes Country Perkins Consortium consists of 26 secondary schools and three of the four campuses of Minnesota State Community & Technical College. The Perkins leadership team consists of:

- · Megan Adamczyk, Interim P20 Collaboration Manager at M State

- · Tom Dubbels, Counselor, M State

- · Troy Haugen, Director of Career & College Readiness at Lakes Country Service Cooperative

- · Angela Mathers, Dean of Academic Support & Partnerships, M State

- · Erin Warren, Interim K12 Collaboration Coordinator, M State

This leadership team is responsible for the vast majority of the functions of the Perkins grant; administrative, operations, and programmatic. The Perkins Leadership Team meets regularly throughout the academic year to jointly plan and fulfill the grant requirements. The consortia leadership team is advised by respective advisory groups from secondary and postsecondary, which is comprised of CTE professionals as well as business & industry partners.

Putting students first is incredibly important to the sustainability of the work of the consortium as it progresses. The consortium has been able to shift paradigms in program development from being teacher-focused to student and labor-market focused, and that focus must be maintained as we continue to evaluate current and future programming and grant activities. Yearly data analysis around size, scope and quality on top of the bi-annual CLNA will maintain the consortium's focus on continuous improvement and not the modus operandi of status quo. This first Perkins V grant cycle will provide the consortium leadership with the opportunity to set baselines for size, scope, and quality for our consortium and continue to push forward into the future.

While the current postsecondary job descriptions that are supportive of governance do not reflect Perkins work, M State is currently going through organizational restructuring that will align these efforts with future position descriptions. Angela Mathers, Dean of Academic Support and Partnerships will provide administrative oversight of the grant while Megan Adamczyk, Interim P 20 Collaboration Manager at M State will provide oversight of coordination of the grant. Erin Warren, Interim K12 Collaboration Coordinator will provide support and assistance for continuity of the grant efforts. These job descriptions will be adjusted appropriately during the next opportunity to revise position descriptions.

Collectively, this team will work to institute a revised model that focuses on growing coordination efforts to more broadly involve stakeholders within M State. Adjusting the request for funds process to align with the M State budgeting process will allow for more timely discussion of purposeful and strategic efforts. Collaborating in a more cross-functional avenue will lead to better understandings of Perkins and innovative opportunities that lie within.

While M State has worked to reduce personnel allocations in anticipation of the May 1, 2020 deadline, due to the uncertainty stemming from COVID-19, M State was required to adjust the overall personnel allocation for the Perkins application. Best-efforts to fall within the 50% threshold were forced to be adjusted when the unprecedented nature of the spring 2020 COVID-19 pandemic took hold. We have significantly reduced the personnel allocation from $446,441.48 in FY20 to $325,740.68 in FY 21 and also commit to further reduce the reliance on funding for personnel to a proposed $276,000 in FY22

- **Strategy 1**: Secondary Consortium Coordination & Support (BASIC)
    - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary fiscal agent will be responsible to maintain contract and evaluate (with input of consortium partners) the coordination and support.
    - **Start & end dates:** Ongoing.
    - **Budget Use of Funds:** Section 135 (b) subparts: 1, 2, 3, 4, 5, 6
        - **Secondary:** $81,529.89
- **Strategy 2**: Consortium general expenses (postage, printing, communication, indirect, etc) (BASIC)
    - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Consortium leadership responsible to manage and allocate as necessary.
    - **Start & end dates:** Ongoing.
    - **Budget Use of Funds:** Section 135 (b) subparts: 1, 2, 6
        - **Secondary:** $14,049.11
- **Strategy 3:** Postsecondary Consortium Coordination & Support
    - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Postsecondary fiscal agent will be responsible to maintain contracts and evaluate (with input of consortium partners) the coordination and support.
    - **Start & end dates:** Ongoing.
    - **Budget Use of Funds:** Section 135 (b) subparts: 1, 2, 3, 4, 5, 6
        - **Postsecondary:** $65,193.82

- **Strategy 4:** Postsecondary Indirect Administrative costs for general operations
    - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Consortium leadership responsible to manage and allocate as necessary.
    - **Start & end dates:** Ongoing.
    - **Budget Use of Funds:** Section 135 (b) subparts: 1, 2, 3, 4, 5, 6
        - **Postsecondary:** $23,156.05

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 11: Reserve Funds

Reserve Funds Narrative

Section 112(c)—The State may award Reserve funds to consortia for career and technical education activities described in Section 135--

(1) in—

(A) rural areas;

(B) areas with high percentages of CTE concentrators or CTE participants;

(C) areas with high numbers of CTE concentrators or CTE participants; and

(D) areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II); and

(2) in order to—

(A) foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or

(B) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

Describe your consortium's proposed use of reserve funds in compliance with Perkins V, Section 135. Include budget details in your description. Describe which use(s) of funds in section 135 of Perkins V is/are supported.

Reserve Funds Narrative

Describe your consortium's proposed use of reserve funds in compliance with Perkins V, Section 135. Include budget details in your description. **For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.**

Section 112(c)—The State may award Reserve funds to consortia for career and technical education activities described in Section 135--
(1) in—
    (A) rural areas;
    (B) areas with high percentages of CTE concentrators or CTE participants;
    (C) areas with high numbers of CTE concentrators or CTE participants; and
    (D) areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II); and

(2) in order to—
    (A) foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or

    (B) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

The regional approach to the Comprehensive Local Needs Assessment created multiple opportunities to look at our long-standing practices and learn from other consortia. The needs assessment also opened our eyes to one significant opportunity; career and technical education and Perkins suffers from a fundamental identity crisis. It became abundantly clear that nearly every consultation group had a very limited understanding of career and technical education, and even more specifically, how Perkins intersects with it. This has then resulted in a series of other problematic symptoms, including (but not limited to):

- Confluence of career and technical education and Perkins – one could argue that many of our own statewide CTE consortia leadership do not fully understand the relationship between the two, let alone the population for which they serve;

- "Solution-itis" – educators (school-based, consortia-based, etc) in general don't clearly identify the problem before they look for solutions; they find a solution, which will then go look for a problem;
- General and overabundant misuse of technical language – this frequently happens at all levels of leadership, and words matter significantly. Examples include the use of the terms "vocational" and "CTE certification" relating to licensure, etc;
- Lack of basic understanding of the tenets of federal and state laws around career and technical education and education in general;
- Institutional legacy fatigue – decisions around career and technical education are made under two basic premises; either "we do it because we have always done it that way," or "all students should know how to ____";

While only the Lakes Country Perkins Consortium constituency can specifically be generalized, the experiences we had as a larger multi-consortia group, as well as the statewide work that consortium leadership is involved with, there is clear evidence that these conclusions are likely widely generalizable. In order to truly make substantive change and shift practice to positively impact students, and the region, leadership across the state must first address the challenge of this fundamental problem and push ourselves to make substantive change in order to survive. The approach the consortium will take on addressing this fundamental opportunity, along with many other opportunities that align directly with the purpose of the ACT's reserve funds is to functionally change the messaging around career and technical education/Perkins through professional development, policy design, policy implementation, advocacy, along with many programmatic elements aligned to the needs of the consortium. By doing this work in within a larger effort, the work can be done with increased efficiency and with a greater level of expertise across multiple consortia coordinators and other CTE professionals.

In addition to fundamentally shifting the narrative around CTE and Perkins through a multitude of innovative approaches, the consortium will continue to foster innovation and the development of needed programs of study based on regional need. Reserve funds are budgeted for program development, design, and support as well as for equipment purchases for those identified programs.

M State: NON PERSONNEL spending:
With all of the changes to Perkins, M State seized the opportunity to develop a comprehensive Perkins spending plan. Beginning late last summer, 2019, the Perkins team rolled-out a robust college-wide initiative for spending, which includes a rigorous request form, detailed tracking and monitoring and mandatory accountability. The motivation behind the process was to be more inclusive with spending opportunities and decisions and also to be transparent and hold faculty and staff accountable for any dollars spent.

M State uses Qualtrics to track all funding requests (including all approved or denied requests). The themes of the form include listing the detailed information on dollar amounts, areas of influence for Perkins spending, and required accountability for any dollars awarded. The Perkins team leadership deployed this new process to all M State faculty and staff and the process remained fluid all 2019-2020 academic year.

Below is a snapshot of the Request for Perkins Spending form:
Type of request:

- Career Exploration/Development
- Student Assessment/Student Learning
- Equipment (Small)
- Technology
- Equipment (Large)
- Professional Development
- Other

Area(s) these funds will influence or improve (select all that apply):

- Career Exploration, Readiness and Placement
- Program Expansion
- Education and Community Partnerships
- Student Learning
- Equity and Inclusion
- Student Recruitment and Retention
- Professional Development
- Other

Purpose for grant funding (how are the dollars specifically being used or invested):
Perkins funding requires fiscal responsibility, accountability and strategic evaluation of expenditures.

What will be your method of evaluating the use of funds for effectiveness (e.g. survey, qualitative data, quantitative data, etc.):
Upload quote or bid:

Decisions for awarding funding were all very data driven. The Perkins team leadership intensely reviewed all applications. Approved funding requests were guided by elements of the following review:

- Does this *request for funding* align to our CLNA and/or does it support CTE programs within our Consortium's Programs of Study?
- Has the applicant been awarded Perkins funding in recent history?
- Does the *request for funding* influence student learning, workforce readiness and recent and relevant aspects of the program and industry?
- Is the *request for funding* considered supplanting?
- Does the *request for funding* have support from the academic Dean?
- Does the purchase or expense align with Perkins V approved and responsible spending?

All approved requests were instructed to work with the M State's business office in order to comply with policy and procedures set forth by the college, the system, the state and the Perkins V act.
Beginning next fall, the Perkins team will survey all approved funding recipients - asking for feedback or evaluation of their use of funds.
Future iterations of this comprehensive process will include the establishment of a broader review team, including academic deans, the college's vice president and the president's executive cabinet (when appropriate).

PERSONNEL spending:
The College is prioritizing the reduction of our personnel spending beginning this summer, 2020, and all throughout this next academic year (2020-2021).
Perkins team leadership will meet strategically with senior college leadership (chief financial officer and vice president) to establish a framework and timeline for which will guide the efforts in reducing our personnel. After the initial brainstorming meeting – quarterly meetings will occur (at a minimum) to discuss and review our framework plans and to measure progress toward the established timeline.

Additionally, the Perkins leadership team will meet with college-wide supervisors to discuss the reduction in personnel plans. Supervisors with staff that are funded with Perkins will have a comprehensive understanding of the reduction plan. If/when they have position vacancies they will work to find alternate budgets if they intend on filling the position. These conversations have been occurring over the course of this last academic year. The goal now is to continue these dialogues, with a more comprehensive focus on the reduction priority.

Strategy 1: Regional Perkins 101 professional development for secondary and postsecondary leadership.
Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Secondary and Postsecondary consortium leadership responsible for development and delivery of the professional development as well as recruitment of consortium partner leaders to attend the PD session(s).
Start & end dates: Planning starting the fall of 2020 with target PD starting in the winter of 2020-21 and ongoing.
Budget Use of Funds: Section 135 (b) subparts: 2, 3, 4, 5, 6
  Secondary: $5,000
Strategy 3: New or enhanced program expansion, design & support
Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Postsecondary leadership will work in consultation with business and industry and CTE faculty to design and support the creation of new or enhanced programs. These efforts will include but are not limited to: marketing, communications, business/industry advisory council, recruitment, advising, advertising and start-up materials.
Start & end dates: Ongoing
Budget Use of Funds: Section 135 (b) subparts: 2, 3, 4, 5, 6
  Secondary: $9,741.25
  Postsecondary: $25,000
Strategy 4: Regional Consortium Coordinator Meetings
Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Secondary and Postsecondary consortium leadership responsible for distribution of funding for quality professional development as aligned to two-year consortium Perkins plan.
Start & end dates: Ongoing.

Budget Use of Funds: Section 135 (b) subparts: 2, 3, 4, 5, 6
    Secondary: $4,500

Strategy 5: Career & Technical Program Equipment Purchases for new and innovative programs.

    Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Secondary and Postsecondary administrative and governance structures for approval of Perkins equipment based on the needs and alignment with the approved two-year consortium Perkins Plan. Business/industry through advisory recommendations.

    Start & end dates: Ongoing.

    Budget Use of Funds: Section 135 (b) subparts: 2, 3, 4, 5, 6
        Secondary: $15,500
        Postsecondary: $43,487.53

Strategy 6: Career and Technical Education/Perkins Policy Development and Advocacy PD

    Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Secondary and Postsecondary consortium leadership is responsible for assessment of training needs and bridging of entities for quality professional development trainings as aligned to two-year consortium Perkins plan. WDS division would create and deploy the trainings as able and requested.

    Start & end dates: Ongoing

    Budget Use of Funds: Section 135 (b) subparts: 2, 3, 4, 5, 6
        Secondary: $8,000

Strategy 1: Secondary Consortium Coordination & Support (RESERVE)

    Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Secondary fiscal agent will be responsible to maintain contract and evaluate (with input of consortium partners) the coordination and support.

    Start & end dates: Ongoing.

    Budget Use of Funds: Section 135 (b) subparts: 1, 2, 3, 4, 5, 6
        Secondary: $25,746.29

Strategy 2: Consortium general expenses (postage, printing, communication, indirect, etc) (RESERVE)

    Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Consortium leadership responsible to manage and allocate as necessary.

    Start & end dates: Ongoing.

    Budget Use of Funds: Section 135 (b) subparts: 1, 2, 6
        Secondary: $3,604.60
        Postsecondary: $3,604.6

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Workforce Center Collaboration

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary Total (line 3) and Secondary (line 6) and enter that figure in Total (line 7). If there is no total or dollar amount in a line, enter Zero (0) in the corresponding spot.

Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	1000
Postsecondary Subtotal	1000
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	1000
Secondary Subtotal	1000
TOTAL	2000

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Perkins-Funded Positions

This section only requires that you provide names and positions for Perkins-funded positions. Upload the position description for each individual you identify in the table. If you have more position descriptions than allowed in the space below, attach them to the end of the application.

List all Perkins partially- and fully-funded positions. Indicate whether each position is secondary or postsecondary, the percentage of time each position is funded by Perkins, and the amount funded by Perkins.

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Troy Haugen	Consortium Coordinator	Secondary	362570	77	91275.65
Paula Johnson	Consortium Support	Secondary		25	15300.32
Angela Mathers	Dean of Academic Support and Partnerships	Postsecondary		10	13437.26
Megan Adamczyk	Interim P20 Collaboration Manager	Postsecondary		35	42185.31
Erin Warren	Interim K12 Collaboration Coordinator	Postsecondary		10	9571.25
Larissa Ness	Health Careers	Postsecondary		15	12839.98
Shannon Britten	Enrollment	Postsecondary		35	30789.55
Sandra Torgusson	Enrollment	Postsecondary		35	26063.99
Carissa Engstrom	Enrollment	Postsecondary		35	29987.94
Suzanne Lundsten	Advising	Postsecondary		30	26884.92
Mark Nelson	Advising	Postsecondary		30	28434.30
Leah Trontvet	Advising	Postsecondary		30	19525.32
Tom Dubbels	Counseling and Outreach	Postsecondary		30	33906.37

Attach all Position descriptions as .PDF documents prior to submitting this application

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Position Description
  CTE Coordinator

Position Description
  Perkins Assistant (PJ)

Position Description

A. Mathers Dean of Academic Support and Partnerships

Position Description

Interim P20 Collaboration Manager - M. Adamczyk

Position Description

Interim K12 Collaboration Coordinator E. Warren

Position Description

MAP1-FF Ness Selective Admissions 7-18

Position Description

Britten current PD signed PCN 635530

Position Description

Torgusson current PD signed PCN 634040

Position Description

MAP1-MHD Engstrom Enroll Mgr 5-18

Position Description

MAP1-WAD Lundsten 6-2018

Position Description

MAP1-DL Advisor Nelson,M

Position Description

MAP1-MHD Trontvet Acad Adv 11-2017

State-recognized Program of Study 1

POS 1

Career Field: Select the career field from the drop down menu.

| Business, Management, & Administration | ▼ |

Career Pathways: Select the career pathway from the drop down menu.

| Accounting | ▼ |

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Barnesville: 140710

Breckenridge: 140710

Campbell-Tintah: 140710

Clinton-Graceville-Beardsley: 140710

Detroit Lakes: 140710

Dilworth-Glyndon-Felton: 140710

Fergus Falls: 140710

Frazee-Vergas: 140710

Hancock: 140710

Hawley: 140710

Lake Park-Audubon: 140710

Moorhead: 140710

Morris: 140710

New York Mills: 140710

Pelican Rapids: 140710

Perham: 140710

Rothsay: 140710

Ulen-Hitterdal: 140710

Underwood: 140710

Wheaton: 140710

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

M State: Accounting

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	NOCTI Basic	Precision Exams	
Work-based Learning	Internship		
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Accounting AAS	Accounting Diploma	Accounting Clerk Diploma
Work-based Learning	Internship		
Licensure			
Certification	Payroll Specialist		
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and

success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Course Syllabi (Secondary)

Course Outlines (Post-Secondary)

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Comprehensive Local Needs Assessment Analysis (Secondary and Post-Secondary)

Advisory Committee Meeting Minutes (Secondary and Post-Secondary)

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Minnesota Department of Education Table C (Secondary)

Minnesota Department of Education Program Approval

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Minnesota State Program Inventory (Post-Secondary)

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Refer to secondary inventory attachment.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

WBL programs across secondary partners.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, CAREERwise, Workforce Development, Inc. / Secondary and Post-Secondary)

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 2

POS 2

Career Field: Select the career field from the drop down menu.

Engineering, Manufacturing, & Technology ▼

Career Pathways: Select the career pathway from the drop down menu.

Construction ▼

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Clinton-Graceville-Beardsley: 170100

Detroit Lakes: 170100

Fergus Falls: 170100

Frazee-Vergas: 170100

Hancock: 170100

Hawley: 170100

Lake Park-Audubon: 170100

New York Mills: 170100

Moorhead: 170100

Perham: 170100

Wheaton: 170100

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

M State:

- HVAC & Advanced HVAC
- Architectural Drafting & Design
- Construction Management
- Drafting & 3D Technologies
- Electrical Lineworker Technology
- Electrical Technology
- Plumbing Technology

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)

- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision Exams		
Work-based Learning	Internship	Youth Apprenticeship	
Licensure			
Certification	OSHA 10		
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	AAS		
Work-based Learning	Interships	Apprenticeships	
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Course Syllabi (Secondary)

Course Outlines (Post-Secondary)

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Comprehensive Local Needs Assessment Analysis (Secondary and Post-Secondary)

Advisory Committee Meeting Minutes (Secondary and Post-Secondary)

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Minnesota Department of Education Table C (Secondary)

Minnesota Department of Education Program Approval

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Minnesota State Program Inventory (Post-Secondary)

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Refer to secondary inventory attachment.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS

engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

WBL programs across secondary partners.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, CAREERwise, Workforce Development, Inc. / Secondary and Post-Secondary)

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 3

POS 3

Career Field: Select the career field from the drop down menu.

| Human Services ▼ |

Career Cluster: Select the career cluster from the drop down menu.

| Education and Training ▼ |

Career Pathways: Select the career pathway from the drop down menu.

| Teaching/Training ▼ |

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Barnesville: 090101

Clinton-Graceville-Beardsley: 090101

Detroit Lakes: 090101

Dilworth-Glyndon-Felton: 090101

Fergus Falls: 090101

Frazee: 090101

Hawley: 090101

Herman-Norcross: 090101

Lake Park-Audubon: 090101

Moorhead: 090101

Morris: 090101

New York Mills: 090101

Pelican Rapids: 090101

Perham: 090101

Wheaton: 090101

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

M State:

- Autism Spectrum Disorder
- Childcare & Education
- Early Childhood & Paraprofessional Education

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA			
Work-based Learning	Internship	Practicum	
Licensure			
Certification	CDA (in progress)		
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	AS		
Work-based Learning	Practicum		
Licensure	Child Care Provider License		
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

Other Assessments (only if not previously listed).

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Course Syllabi (Secondary)

Course Outlines (Post-Secondary)

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Comprehensive Local Needs Assessment Analysis (Secondary and Post-Secondary)

Advisory Committee Meeting Minutes (Secondary and Post-Secondary)

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Minnesota Department of Education Table C (Secondary)

Minnesota Department of Education Program Approval

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Minnesota State Program Inventory (Post-Secondary)

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study

reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Refer to secondary inventory attachment.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

WBL programs across secondary partners.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, CAREERwise, Workforce Development, Inc. / Secondary and Post-Secondary)

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 4

POS 4

Career Field: Select the career field from the drop down menu.

Arts, Communications, & Information Systems ▾

Career Pathways: Select the career pathway from the drop down menu.

Web and Digital Communications ▾

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Fergus Falls: 140710

Moorhead: 140710

New York Mills: 140710

Pelican Rapids: 140710

Perham: 140710

Underwood: 140710

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

M State:

- Social Media Management
- Web Design

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision Exams		
Work-based Learning	Internship		

Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	AAS	AS	
Work-based Learning	Internships		
Licensure			
Certification	Web Design Certificate		
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?
- ◉ Yes
- ◯ No

List of Evidence (if not present, enter "N/A")

```
Course Syllabi (Secondary)

Course Outlines (Post-Secondary)
```

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?
- ◉ Yes
- ◯ No

List of Evidence (if not present, enter "N/A")

Comprehensive Local Needs Assessment Analysis (Secondary and Post-Secondary)

Advisory Committee Meeting Minutes (Secondary and Post-Secondary)

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Minnesota Department of Education Table C (Secondary)

Minnesota Department of Education Program Approval

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Minnesota State Program Inventory (Post-Secondary)

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Refer to secondary inventory attachment.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

WBL programs across secondary partners.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are

effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, CAREERwise, Workforce Development, Inc. / Secondary and Post-Secondary)

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 5

POS 5

Career Field: Select the career field from the drop down menu.

| Engineering, Manufacturing, & Technology ▾ |

Career Pathways: Select the career pathway from the drop down menu.

| Transportation Operations ▾ |

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Moorhead: 170302

Fergus Falls: 170302

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

M State:

- Auto Service Technology
- Diesel Equipment Technology
- Powersports Technology

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA			
Work-based Learning	Internship		
Licensure			
Certification	ASE		
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	AAS	Diploma	
Work-based Learning			
Licensure			
Certification	ASE		
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?
- ◉ Yes
- ○ No

List of Evidence (if not present, enter "N/A")

Course Syllabi (Secondary)

Course Outlines (Post-Secondary)

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?
- ◉ Yes
- ○ No

List of Evidence (if not present, enter "N/A")

Comprehensive Local Needs Assessment Analysis (Secondary and Post-Secondary)

Advisory Committee Meeting Minutes (Secondary and Post-Secondary)

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Minnesota Department of Education Table C (Secondary)

Minnesota Department of Education Program Approval

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Minnesota State Program Inventory (Post-Secondary)

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Refer to secondary inventory attachment.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

WBL programs across secondary partners.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA,
CAREERwise, Workforce Development, Inc. / Secondary and Post-Secondary)

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

List of Evidence (if not present, enter "N/A")

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA,
CAREERwise, Workforce Development, Inc. / Secondary and Post-Secondary)

State-recognized Program of Study 6

POS 6

Career Field: Select the career field from the drop down menu.

Agriculture, Food, & Natural Resources ▼

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Ashby: 019901

Barnesville: 019901

Battle Lake: 019901

Breckenridge: 019901

Detroit Lakes: 019901

Dilworth-Glyndon-Felton: 019901

Fergus Falls: 019901

Frazee: 019901

Hancock: 019901

Hawley: 019901

Moorhead: 019901

Morris: 019901

New York Mills: 019901

Pelican Rapids:019901

Perham: 019901

Rothsay: 019901

Ulen-Hitterdal: 019901

West Central Area: 019901

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

M State:

- Automotive Service Technology
- Diesel Equipment Technology

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision Exams		
Work-based Learning	Internship		
Licensure			
Certification	OSHA 30		
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	AAS	Diploma	
Work-based Learning	Internship		
Licensure			
Certification	ASE	MSSC	
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Course Syllabi (Secondary)

Course Outlines (Post-Secondary)

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Comprehensive Local Needs Assessment Analysis (Secondary and Post-Secondary)

Advisory Committee Meeting Minutes (Secondary and Post-Secondary)

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Minnesota Department of Education Table C (Secondary)

Minnesota Department of Education Program Approval

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Minnesota State Program Inventory (Post-Secondary)

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Refer to secondary inventory attachment.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

WBL programs across secondary partners.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, CAREERwise, Workforce Development, Inc. / Secondary and Post-Secondary)

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 7

POS 7

Career Field: Select the career field from the drop down menu.

Health Science Technology ▼

Career Pathways: Select the career pathway from the drop down menu.

Therapeutic Services ▼

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

West Central Area: 070300

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

M State:

- Cardiovascular Technology - Invasive
- Child & Adolsecent Therapeutic Behavioral Health
- Dental
- Health Information Technology
- Limited Scope Radiography
- Medical Admininstrative Assistant
- Medical Asistant
- Medical Coding & Insurance
- Medical Labratory Technology
- Nursing
- Phlebotomy Technician
- Radiologic Technician
- Surgical Technology

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	EMSRB Psychomotor	RNEMT Cognitive	
Work-based Learning	Internship		
Licensure			
Certification			
Industry-Recognized Credential	EMT-Basic	EMR-Basic	

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	AS	AAS	
Work-based Learning	Clincial	Practicum	
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

    Course Syllabi (Secondary)

    Course Outlines (Post-Secondary)

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Comprehensive Local Needs Assessment Analysis (Secondary and Post-Secondary)

Advisory Committee Meeting Minutes (Secondary and Post-Secondary)

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Minnesota Department of Education Table C (Secondary)

Minnesota Department of Education Program Approval

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Minnesota State Program Inventory (Post-Secondary)

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Refer to secondary inventory attachment.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

WBL programs across secondary partners.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?
◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

WBL programs across secondary partners.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Additional Documentation

Additional documentation may be uploaded here. The required uploads are: Statements of Assurance, Secondary Supplemental Budget, and Consortium Consolidated Equipment Inventory. Statements of Assurance should be combined and uploaded as one single PDF. The remaining fields are available as needed if applicants have additional material to share.

Statements of Assurances (Attached as one large PDF file):
SOA - All

Secondary Supplemental Budget:
LC Secondary Supplemental Budget FY21

Consortium Consolidated Equipment Inventory
LC Perkins Consolidated Inventory

Additional Material
MAP2-MHD Zurn

Additional Material
MAP1-FF Academic Adv-Bieniek 7-2017

Additional Material:
Lakes Country

Additional Material:
UPDATED LC Secondary Supplemental Budget FY21

Additional Material:
LC POS

Additional Material:
Checklist Lakes Country

Additional Material

Additional Material:

Additional Material:

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Budget

Proposed Budget

	Grant Funded	Total Budgeted
B) Narrative 2: Programs of Study		
b. Secondary Non-Personnel	$6,500.00	$6,500.00
b. Secondary Non-Personnel	$1,000.00	$1,000.00
b. Secondary Non-Personnel	$2,000.00	$2,000.00
b. Secondary Non-Personnel	$7,900.00	$7,900.00
c. Secondary Equipment	$54,000.00	$54,000.00
g. Postsecondary Equipment	$35,275.07	$35,275.07
Subtotal	**$106,675.07**	**$106,675.07**
D) Narrative 4: Integrated Academic and Technical Skills		
b. Secondary Non-Personnel	$7,500.00	$7,500.00
Subtotal	**$7,500.00**	**$7,500.00**
E) Narrative 5: Special Populations		
b. Secondary Non-Personnel	$1,000.00	$1,000.00
b. Secondary Non-Personnel	$1,000.00	$1,000.00
b. Secondary Non-Personnel	$4,000.00	$4,000.00
e. Postsecondary Personnel (Salary and Benefits)	$102,522.80	$102,522.80
e. Postsecondary Personnel (Salary and Benefits)	$12,839.98	$12,839.98
f. Postsecondary Non-Personnel	$500.00	$500.00
Subtotal	**$121,862.78**	**$121,862.78**
F) Narrative 6: Work-based Learning		
b. Secondary Non-Personnel	$1,500.00	$1,500.00
Subtotal	**$1,500.00**	**$1,500.00**
G) Narrative 7: Early College		
b. Secondary Non-Personnel	$1,500.00	$1,500.00
Subtotal	**$1,500.00**	**$1,500.00**
H) Narrative 8: Support to Professionals		
b. Secondary Non-Personnel	$20,000.00	$20,000.00
b. Secondary Non-Personnel	$1,000.00	$1,000.00
b. Secondary Non-Personnel	$20,000.00	$20,000.00
b. Secondary Non-Personnel	$4,003.26	$4,003.26

	Grant Funded	Total Budgeted
f. Postsecondary Non-Personnel	$10,000.00	$10,000.00
Subtotal	**$55,003.26**	**$55,003.26**
I) Narrative 9: Performance Gaps		
e. Postsecondary Personnel (Salary and Benefits)	$102,522.79	$102,522.79
e. Postsecondary Personnel (Salary and Benefits)	$42,661.29	$42,661.29
Subtotal	**$145,184.08**	**$145,184.08**
J) Narrative 10: Consortium Governance		
a. Secondary Personnel (Salary and Benefits)	$81,529.89	$81,529.89
b. Secondary Non-Personnel	$2,625.00	$2,625.00
d. Secondary Admin (5% max) UFARS 895	$11,424.11	$11,424.11
e. Postsecondary Personnel (Salary and Benefits)	$65,193.82	$65,193.82
h. Postsecondary Admin (5% max)	$19,553.46	$19,553.46
Subtotal	**$180,326.28**	**$180,326.28**
K) Narrative 11: Reserve Funds		
a. Secondary Personnel (Salary and Benefits)	$25,746.29	$25,746.29
b. Secondary Non-Personnel	$5,000.00	$5,000.00
b. Secondary Non-Personnel	$9,741.25	$9,741.25
b. Secondary Non-Personnel	$4,500.00	$4,500.00
b. Secondary Non-Personnel	$8,000.00	$8,000.00
c. Secondary Equipment	$15,500.00	$15,500.00
d. Secondary Admin (5% max) UFARS 895	$3,604.60	$3,604.60
f. Postsecondary Non-Personnel	$25,000.00	$25,000.00
g. Postsecondary Equipment	$43,487.53	$43,487.53
h. Postsecondary Admin (5% max)	$3,604.60	$3,604.60
Subtotal	**$144,184.27**	**$144,184.27**
Total Proposed Cost	$763,735.74	$763,735.74

Proposed Budget Narrative

B) Narrative 2: Programs of Study

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

b. Secondary Non-Personnel

b. Secondary Non-Personnel

Programs of Study work sessions to re-design, solidify or tweak (dependent on needs) the consortium's state-recognized programs of study.

c. Secondary Equipment

Career & Technical Program Equipment Purchases.

b. Secondary Non-Personnel

Gap analysis study between secondary and postsecondary programming in relation to the changing labor market needs.

b. Secondary Non-Personnel

Support the expansion of technical skill assessments, certifications, and industry recognized credentials in programs of study.

b. Secondary Non-Personnel

Consortium fall regional networking meetings.

g. Postsecondary Equipment

● Strategy 4: Career & Technical Program Equipment Purchases. o Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Secondary and Postsecondary administrative and governance structures for approval of Perkins equipment based on the needs and alignment with the approved two-year consortium Perkins Plan. Business/industry through advisory recommendations.

D) Narrative 4: Integrated Academic and Technical Skills

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

b. Secondary Non-Personnel

Provide professional development to CTE professionals on the integration of academic and technical content in career and technical education areas.

E) Narrative 5: Special Populations

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

b. Secondary Non-Personnel

Formal analysis on participation rates of Native American/Indigenous students in Career and Technical Programs at the secondary level, and subsequent action plan based on results.

b. Secondary Non-Personnel

Engage with regional Alternative Learning Centers in exploring the expansion of access to career and technical education programs for ALC students.

b. Secondary Non-Personnel

Expand career and technical offerings at the West Central Regional Juvenile Center in collaboration with Moorhead Area Public Schools for access to their career and technical education programs.

f. Postsecondary Non-Personnel

: Formal analysis of persistence and completion rates for CTE students who are classified as special populations. o Roles/Responsibilities Secondary and postsecondary consortium leadership will gather relevant data for assessment and will provide recommendations for remediation.

e. Postsecondary Personnel (Salary and Benefits)

Provide support, outreach, and advising to aid students in making informed plans and decisions about CTE career opportunities and programs. o Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Secondary and postsecondary consortium leadership will engage all appropriate stakeholders, to include enrollment, advising, and outreach personnel, to support efforts to increase CTE enrollment and completion rates for special populations. o Start & end dates: Ongoing o Budget Use of Funds: Section 135 (b) subparts: 1, 2, 3, 4, 5, 6

e. Postsecondary Personnel (Salary and Benefits)

Provide services to prospective selective admission programs for career and technical program students and special populations therein. o Roles/Responsibilities(List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Postsecondary staff will support CTE, and identified special population students, in preparing for, and successfully completing CTE selective admission programs. o Budget Use of Funds: Section 135 (b) subparts 1, 2, 3, 4, 5, 6

F) Narrative 6: Work-based Learning

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

b. Secondary Non-Personnel

Explore/support/expand authentic work-based learning opportunities through professional development and exploration.

G) Narrative 7: Early College

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

b. Secondary Non-Personnel

Study and support the expansion of transcripted credit dual enrollment opportunities for secondary career and technical education programs.

H) Narrative 8: Support to Professionals

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

b. Secondary Non-Personnel

Provide professional development for portfolio submission or through alternative teacher preparation for licensure with a priority to increase teacher coordinator of work-based learning teachers in the consortium.

b. Secondary Non-Personnel

Offer Intercultural Development Inventory Assessment, individual debrief, and coaching to CTE professionals across the consortium.

b. Secondary Non-Personnel

Support quality professional development opportunities for CTE professionals.

b. Secondary Non-Personnel

Policy advocacy and professional development to expand capacity in this area.

f. Postsecondary Non-Personnel

Support quality professional development opportunities for CTE professionals. o Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Secondary and Postsecondary consortium leadership responsible for distribution of funding for quality professional development as aligned to two-year consortium Perkins plan. o Start & end dates: Ongoing. o Budget Use of Funds: Section 135 (b) subparts: 1, 2, 3, 4, 5, 6

I) Narrative 9: Performance Gaps

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

e. Postsecondary Personnel (Salary and Benefits)

: Provide support to CTE students, and special populations therein, to address gaps in persistence and completion. o Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Postsecondary staff will collaborate with consortium leadership to identify strategies to overcome barriers that result in lower rates of persistence, completion, and graduation. o Start & end dates: Ongoing. o Budget Use of Funds: Section 135 (b) subparts: 1, 2, 3, 4, 5, 6

e. Postsecondary Personnel (Salary and Benefits)

Support CTE students, and special populations therein, to prepare for, and develop awareness of, robust career opportunities within in-demand sectors and industries. o Roles/Responsibilities((List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Postsecondary staff will partner with consortium leadership as well as business and industry to ensure that students are provided opportunities to prepare for in-demand occupations in competitive settings that will lead to self-sufficiency. Staff will also focus on increasing the persistence and completion rate of postsecondary special population students in CTE programs.

J) Narrative 10: Consortium Governance

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

a. Secondary Personnel (Salary and Benefits)

Secondary Consortium Coordination & Support (BASIC)

d. Secondary Admin (5% max) UFARS 895

Indirect (BASIC)

b. Secondary Non-Personnel

Consortium general expenses (postage, printing, communication, etc) (BASIC)

h. Postsecondary Admin (5% max)

: Postsecondary Indirect Administrative costs for general operations (BASIC) o Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): o Start & end dates: Ongoing. o Budget Use of Funds: Section 135 (b) subparts: 1, 2, 3, 4, 5, 6

e. Postsecondary Personnel (Salary and Benefits)

Postsecondary Consortium Coordination & Support o Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Postsecondary fiscal agent will be responsible to maintain contracts and evaluate (with input of consortium partners) the coordination and support. o Start & end dates: Ongoing. o Budget Use of Funds: Section 135 (b) subparts: 1, 2, 3, 4, 5, 6

K) Narrative 11: Reserve Funds

Reserve Funds: Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

a. Secondary Personnel (Salary and Benefits)

Secondary Consortium Coordination & Support (RESERVE)

d. Secondary Admin (5% max) UFARS 895

Indirect (RESERVE)

b. Secondary Non-Personnel

Regional Perkins 101 professional development for secondary and postsecondary leadership.

b. Secondary Non-Personnel

New program design & support.

b. Secondary Non-Personnel

Regional Consortium Coordinator Meetings

c. Secondary Equipment

Career & Technical Program Equipment Purchases for new and innovative programs.

b. Secondary Non-Personnel

Career and Technical Education Policy Development, Advocacy & PD

f. Postsecondary Non-Personnel

: New or program expansion, design & support o Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Postsecondary leadership will work in consultation with business and industry and CTE faculty to design and support the creation of new or enhanced programs. These efforts will include but are not limited to: marketing, communications, business/industry advisory council, recruitment, advising, advertising and start-up materials.

g. Postsecondary Equipment

Career & Technical Program Equipment Purchases for new and innovative programs. o Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Secondary and Postsecondary administrative and governance structures for approval of Perkins equipment based on the needs and alignment with the approved two-year consortium Perkins Plan. Business/industry through advisory recommendations.

h. Postsecondary Admin (5% max)

Postsecondary Admin